

STRATEGIES FOR PLAYGROUND CONFLICT

ARGUING, TEASING, NAME-CALLING

EXAMPLES OF MICRO CHANGES IN ROUTINES AND PRACTICES

PLAYGROUND GAMES

- Add more games to the playground
- Move the location of games so that they don't bump into each other
- Make school rules for specific playground games (soccer, basketball,
- Make a routine for choosing teams

PLAYGROUND SUPERVISION

- Change where supervisors stand
- Change numbers of supervisors
- Change what supervisors do: Active supervision

RECESS PROCEDURES

- Shorten the length of the recess
- Solve predictable arguments in advance
- Conduct a 'recess workshop' with all students to tour the playground together while reviewing the routines, rules, proper use of equipment, entry/exit procedures, strategies for having fun together, and supervisors' actions when there are problems; have a booster workshop midway through the year
- Students who accrue more than three 'sit outs' attend "Recess school"
- Students who argue must complete a 'conflict worksheet' together to talk through what happened and how to fix it

EVIDENCE-BASED INTERVENTIONS

- I can problem solve (Shure, 1997) teaches students to think about the social problems that they encounter, consider alternative solutions, carefully consider the feelings of other students and them selves, and translate these into competent social behaviors
- Strong Kids (Merrell, Gueldner, & Tran, 2008) teaches social emotional learning, including competent peer interactions, in 10-12 half-hour lessons.
- Promoting Alternative Thinking Strategies (Greenberg, Kusche, & Mihalic, 1998) teaches students to use self-control strategies in brief half-hour lessons.